



Urban Arts Partnership

Curriculum Map

2012-2013

Name: Edwin "tut" Burks

School: MSAP

Grade/Class:

Art Form: Music/band

Program Overview and Goals

Program Summary/Goals

What do you want to teach and the goals that you want to accomplish?

I want to teach the fundamentals and foundations of music. This entails first grasping the theoretical information that performed music is built upon.

I wish to transmit to our young students that music is a tool to express oneself.

Essential Question

One big question that you'll be exploring all year through all the projects?

Why are you here? (this program and this earth) Be present, wherever you are!

Project #1 Description

What will be your first project and how does it relate to your goals?

After students become acquainted with the fundamentals of music (scales) their first project will be to create 8 measures of original music, that will become the building blocks for larger songs that they will collaborate on. Students will identify other members in their class that they wish to form small ensembles with and they will hash their ideas into cohesive songs blue prints together, putting together the 8 measures they individually made up.

It relates to our goals because it demonstrates a knowledge of the music theory and the students are learning to express themselves musically

Project #2 Description

What will be your second project and how does it relate to your goals?

After they've created blueprints this project is about finalizing the songs the ensembles created together and polishing them for performance.

Project #3 Description

What will be your second project and how does it relate to your goals?

This project is a culmination of the last two projects and students will have to record their songs, mix their song and ready them for a short CD.

This is a proposed learning model for 21st Century After-School programming. If model is implemented, TA's will hit common core targets within the first 20 minutes of their lesson. TA's have the freedom to touch on other common core targets if they please but not mandatory.

Time	Activity	Common Core	Description
2 Min	Program Board check in		T/A reviews goals with group; board will also include rules, methodology bubbles, behavior incentive chart, jobs, agenda, announcements
5 Minutes	2 Vocab words	7.L.4: Vocab Acquisition-Understanding word or deriving meaning when used in a sentence. 7.L.6: Vocab acquisition - Gather vocab knowledge when considering a word or phrase important to comprehension and expression	T/A introduces 2 new vocab words by using them in a sentence. T/A should make reference to the 2 new words throughout the lesson
5 Minutes	Master Work	7.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.	Master Work is introduced and discussed at the beginning of each class
5-10 Min	Journal Entry	7.w.3: Writing narratives to develop real or imagined experiences; 7.w.1: writing an argument to support claims with clear reasons and relevant evidence; 7.w.5: Develop and strengthen writing as needed by planning, revising, editing or rewriting	Each journal entry should include the date, vocab of the day and student reflection of master work.
60-90 Min	Activity	Teacher's choice	Teacher's choice

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Project Plan #1

Guiding Questions (*3-5 questions that will guide your project*):

Materials Needed: A board, students, instruments, manuscript paper and pencils

Equipment checkout: No

Culminating Event and Date: Dec. 21

Field Trip dates (include career contact): TBA

Project Name: Creating for me!

Project Goal: To create and write 8 measures of original music, come together in ensembles and combine individual 8 measure segments to become the blue print for an ensemble song

Final Product: To create, write, record and perform an original song

Common Core Standards

Anchor Strands (what are the big ideas of this unit & what are its anchor strands?)

CIRCLE ONE (Reading Writing SL Language other) Writing, Language and Musical Literacy. The big ideas of this project are innovation, developing self esteem and emotional intelligence. Also, learning the technical aspects of music theory

Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

In the “real” world, you have to be innovative to survive and be successful. This is essential because future projects build upon this foundation

Project #1

Sess #	Date	Methodology	Vocabulary	Master Work	Class Outline/Activity	Learning Target
1	11/5		Music. What is music?		In the first session we are familiarizing ourselves with the fundamentals. What is music? What are the notes to the musical vocabulary	
2	11/6		Grand Staff		This class we take our knowledge of notes and we now locate them on the grand staff and learn to read and identify them. 5 lines and 4 spaces.	
3	11/12		Note Value		we will determine what note value is such as: quarter noted, half note and whole note and what they look like	
4	11/13		Solfeggio		We know all practice using our first instrument singing the notes on the staff and clapping out rhythm.	
5	11/19		Rhythm		We determine what exactly rhythm is and how it is used.	
6	11/20		Rest		Sometimes you have to rest. Learning that the other vital aspect of music are the notes you don't play and where they were placed.	
7	11/26		major scale		We find out exactly how to construct a major scale. Whole and Half steps and which patterns of each produce major scale. and We play them and learn them on our instruments.	
8	11/27		Sharps, Flats Natural		Learning what sharps, flats and natural signs are and how they alter our scale and create different feelings and colors when we're creating	
9	12/3		notation		This is the process of actually notating (writing down) music on manuscript paper using our knowledge of Rhythm, rest, sharps, flats, etc and the major scale to produce original musical ideas.	
10	12/4		improvisation		Learning to creatively make our own musical ideas on spot and playing them in a group setting spontaneously.	
11	12/10					
12	12/11					
13	12/17					

14	12/18					
15	1/7					
16	1/8					
17	1/14					
18	1/15					
19	1/21					
20	1/22					

Teaching Artist Reflections

Assessment/Reflection Questions:

What were the successes of this project?

What were the challenges of this project and what would you do differently?

What are your next steps?

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Project Plan #2

Guiding Questions (*3-5 questions that will guide your project*):

Materials Needed:

Equipment checkout:

Culminating Event and Date:

Field Trip dates (include career contact):

Project Name:

Project Goal:

Final Product:

Common Core Standards

Anchor Strands (what are the big ideas of this unit & what are its anchor strands?)

CIRCLE ONE (Reading Writing SL Language other)

Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

Project #2:

Sess #	Date	Methodology	Vocabulary	Master Work	Class Outline/Activity	Learning Target
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Teaching Artist Reflections

Assessment/Reflection Questions:

What were the successes of this project?

What were the challenges of this project and what would you do differently?

What are your next steps?

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Project Plan #3

Guiding Questions (*3-5 questions that will guide your project*):

Materials Needed:

Equipment checkout:

Culminating Event and Date:

Field Trip dates (include career contact):

Project Name:
Project Goal:
Final Product:
<i>Common Core Standards</i> Anchor Strands (what are the big ideas of this unit & what are its anchor strands?) CIRCLE ONE (Reading Writing SL Language other)
Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

Project #3:

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What are your next steps?

Project Rubric (at least 6 criteria for each level, 2 each for academic, artistic and social goals)

EXCELLING	
ACHIEVING	
EMERGING	